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ABSTRACT

This study addresses the inability of eleventh-grade students to critically analyze and evaluate literature used in the classroom. The study was conducted in a medium-sized rural community in northern Illinois. Sixteen teachers and 24 students participated in the study. Surveys, analysis of standardized test scores, past performance in English classes, and evaluation of writing samples were all used to document students' inabilities to critically analyze and evaluate literature. The intervention strategies included the use of graphic organizers, learning logs, and cooperative groups to focus on metacognition and thinking in relation to literature units. Post intervention data indicated that student logs, written essays, and units tests, along with small and large group discussions, are effective ways to increase students' abilities to use critical thinking skills. (EH)

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IMPROVING HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILLS

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Rebecca DeMolli

Rebecca M. DeMolli

An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

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SIGNATURE PAGE

This project was approved by

Priscilla Hartung Ed.D.
Advisor

Sara Mosen Pat Wengrow
Advisor

Beverly Hulley
Dean, School of Education

PROJECT ABSTRACT

This report describes a program for improving student's ability to creatively synthesize and critically analyze and evaluate literature. The targeted population consists of high school juniors in a medium-size rural community experiencing rapid growth, located in northern Illinois. The problem of an inadequate ability to creatively synthesize and critically analyze and evaluate literature was documented through standardized test scores, past performance in English classes, surveys, evaluation of writing samples.

A review of the literature identified heavy curricular demands, too few opportunities to use higher order thinking skills, activities and tests focusing on simple recall, and the search for the one "right" answer as probable causes for an inadequate ability to creatively synthesize and critically analyze and evaluate literature.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of the following intervention: use graphic organizers, learning logs, and cooperative discussion groups to teach for thinking, of thinking, with thinking, and about thinking in relation to literature units.

Post intervention data indicated that student thinking logs, written essays, and unit tests, along with small and large group discussions are effective ways to increase students' ability to use critical thinking skills.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted English 11 accelerated classroom at this high school display an inadequate ability to creatively synthesize and critically analyze and evaluate literature. Evidence for this problem includes student/teacher records, a teacher survey, a student survey, and teacher observations.

Immediate Problem Context

The school in which this research takes place is a medium-size high school that is located in a medium-size rural community experiencing rapid growth. This facility, built in 1966, is a two story building with a capacity of 1,500-1,700. The original structure housed 62 instructional areas, a library, a multi-use/study hall room, a multi-use/cafeteria/study hall room, and a gymnasium. Over the past 30 years, this original structure has gone through several redefinitions of space. In the last ten years, however, it has been necessary to construct three major additions to house the growing student population and expanding programs. In 1986, a

carpeted gymnasium was built. Then, in 1989, a large addition was completed that contained two study hall rooms with seating for 100 students, two science classrooms with lab stations for 24 students, and a computer lab with space for 24 students. Finally, in 1922, the district built an additional art room to accommodate the increasing number of students enrolled in art classes. The board of education is presently considering an addition of 14 more classrooms and an auditorium facility. The fate of this additional space will be determined with a referendum vote in November.

This high school has 141 employees: one principal, two assistant principals, six division chairpersons, four counselors, one nurse, one librarian and one assistant, eight full time and one part-time secretaries, four instructional aides, four security officers, 18 cafeteria staff, and nine custodians. There are 84 teachers at this high school: 43 males and 41 females. With the projected growth of the student population, an estimated 13 full time teachers and one part-time teacher will be hired for 1996-97. The current administration and teaching staff are 100% White. The average teaching experience at this school is 15.6 years, with 49.3% of the teachers holding a bachelor's degree and 50.7% holding a master's degree or higher. Within the district, the average teacher salary as of 1994-95 was $35,117, while the average administrator salary was $53,469.

At present this facility serves 1,475 students in grades 9-12, with a projected increase of 145 students and a projected growth rate of 3-5% for 1996-97. Of the 1,475 students, 88.1% are White, 10.2% are Mexican-American, 1.1% are African American, and 0.6% are Asian-American. The pupil-teacher ratio is 18.7:1, while the pupil-administrator ratio is 263.4:1. Of the total number of students, 10.1% are classified as low-income students eligible for free or reduced-price lunch and 1.4% are limited-English-proficient students eligible for bilingual education. The student dropout rate of 7% is based on the number of students in grades 9-12 who dropped out during the 1994-95 school year. The student population has an attendance rate of 92.3% and a chronic truancy rate of 8.7%. This percentage is high compared to the state's 2.4% truancy rate. The student mobility rate for this high school is 18.3%.

Students at this high school must accumulate 24 credits in order to meet graduation requirements. According to the 1996-97 course catalog, these credits must meet the following criteria: three credits of English; two credits of social studies; two credits of science; two credits of math; three credits of physical education; one-half credit of driver's education; one-half credit of health; one-half credit of consumer education; and one credit of either art, music, foreign language (Spanish or German), home economics, business, or

industrial education. For required classes, students are placed in one of three academic tracks: basic, average, or accelerated.

In addition to these requirements, students must accumulate nine and one-half elective credits. These electives allow the students to enroll in courses that will give them the preparation and skills needed to continue their education or pursue additional training after graduation. Students are encouraged to choose their electives within a program of study: college preparatory program, Tech Prep program, or vocational program. As part of the college preparatory program, the high school offers Advanced Placement courses in several subject areas. The Tech Prep program provides instruction in four areas of study: auto mechanics, electronics, drafting technicians, and building trades. As part of the Tech Prep program, the high school also offers apprenticeship training programs in either manufacturing or health care careers. The vocational program offers courses in business, agriculture, and home economics. In addition to these courses, vocational program students may apply for inter-related co-op, a course that provides practical job experience.

The high school's Special Education Department provides services for 140 students. It offers a variety of programs taught by seven full time and one part time staff members. The programs include monitoring, a

resource room for assistance, modification of curriculum in regular education courses, instructional classes in reading, math, and U.S. history for those students classified with mild learning disabilities, and self-contained classrooms for math, English, science, history, and vocational education. Those students classified as Behavior Disorder (BD), Educably Mentally Handicapped (EMH), Hearing Impaired (HI), Learning Disabled (LD), and Speech and Language Impaired (SL) attend the high school and, where advisable, are enrolled in the general classroom courses. The students classified as Trainable Mentally Handicapped (TMH), however, attend a nearby facility for the majority of the day, but visit the high school for socialization during the lunch period and for vocational education programs.

Students at this high school can participate in a wide variety of extra curricular activities. These activities include academics, music, drama, speech, and sports. Those students involved in an interscholastic athletic team must meet the state's eligibility requirements. This school offers Renaissance, a program designed to improve attendance, academic achievement, and contribution to the school. Students who meet the program standards for each grading period are eligible for incentives which include discounts at participating local businesses. This school also acknowledges students with high academic achievement by issuing them a varsity letter in academics. In order

to qualify for this recognition, a student must earn a 3.5 grade point average or better for four semesters.

During the 1994-95 school year, 57.4% of the parents/guardians made at least one teacher contact. This is an improvement from the statistic of 51.5% on the 1993 school report card and 56.1% on the 1994 school report card.

The Surrounding Community

This school is located in a medium-size rural community 20 miles from a middle-size metropolitan area and 90 miles from a major metropolitan area. It is also serviced by an interstate highway, a federal highway, and a state highway.

According to 1990 statistics, this Midwest community had a population of 15,958 people: 51.6% female and 48.4% male. This population consisted of 93.3% White; 10.3% Mexican-American; 0.6% African American; 0.4% Asian-American, Pacific Islander; and 0.2% Native American, Eskimo, Aleut; and 5.5% are of other ethnic origins.

The socio-economic status of this community is represented by incomes ranging from under $15,000 to over $100,000. The median household income was $29,503 with a per capita income of $21,337. Seventy and one-tenth percent of the population are family households, 14.9% are single-parent households, 29.9% are non-family households, and 2.3% are group households. The average number of

people per household is 2.58. Of these households, 62.6% are owner-occupied with a median home value of $58,400 and 37.4% are renter-occupied with the median monthly rent of $303. Of these households, 8.1% reside in mobile homes.

This community's labor force consists of 8,184 workers, with a 6.7% unemployment rate. Educationally, 12.2% of this population have less than a ninth grade education, 16.9% received no high school diploma, 41.1% are high school graduates, 22.1% have some college course work, and 7.7% are college graduates. The labor force includes 47.2% blue collar workers and 25% white collar workers. The dominant employers of this community include an international automobile manufacturer, a major tool and die corporation, a nationally known food processing plant, a large paper board company, a heat treating company, a beauty salon equipment supplier, a dairy product distributor, and a wire and tool manufacturer.

The school district is a large community unit school district serving the central community as well as the nearby townships. There is one high school, one junior high school, six elementary schools, and a special education facility. Due to the growing population, many schools have experienced redefinition of space or construction of additional space.

The district's central office employs a superintendent, an assistant superintendent of business, an assistant superintendent of curriculum, and a director

of special education. The board of education consists of seven members who are elected by the voters of the community. Each member serves a four year term without pay and can be reelected. The board makes administrative decisions regarding discipline, staffing, curriculum, and budget.

A local community concern is the rapid growth of the county's outlying residential population. Between 1980 and April 1990, the population increased 5%. By 1992, the population had increased an additional 6%. If this growth rate continues, calculations suggest that the population will have increased 20% by the year 2000. A second concern is the growing racial tension and gang activity within the community. This is evidenced by the recent violent activities at the various educational facilities. The district has initiated several intervention programs at the district level. One such program is Racial Ethnic Diversity Advisory Committee (REDAC). This program allows students the opportunity to discuss current issues and arrive at possible solutions. The group also goes to different educational facilities within the district and speaks about the issues in order to help others who face similar problems.

Regional and National Context

Students at this high school display an inadequate ability to creatively synthesize and critically analyze and evaluate literature. Statistics from the National

Assessment of Educational Progress and the Scholastic Aptitude Test (SAT) suggest that although students in the elementary grades are generally adept at the basic mechanical skills necessary for reading, writing, and calculating; they are weak in the higher order reasoning skills, necessary to solve many of the academic problems found at the high school and college level. On the SAT alone, fewer students are scoring at the high end of verbal reasoning (Hanford, 1984).

The district approved text books do not always promote critical thinking. Approximately 65% of the textbooks most frequently used assume that there is only one correct answer which turns education into a practice of repeating what is expected by the teacher or textbook. Literature instruction as well tends to be information retrieval oriented rather than critical thinking oriented (Burroughs, 1993).

According to Hanford (1984), educators are confronted with an increasing amount of material to cover. Thus, much of the assigned material is committed to memory by the students only to be remembered for the test and then forgotten. Burroughs (1993) adds that facts are emphasized with little time devoted to interpretation. All too often, students are trained that there is only one correct answer.

With information easier to obtain through modern technology, it is essential to develop critical thinking

skills in order to enable students to analyze, synthesize, and utilize the vast amount of information (Cortes & Richardson, 1983).

According to *Carnegie Quarterly* (1990), research has shown that, although critical thinking and decision-making skills are achievable by the time a student reaches adolescence, many schools refrain from challenging young adults to think. Weaver and Prince (1990) state that the "current school practices often unintentionally limit children's potential for using connection-making to solve problems creatively"(p. 379).

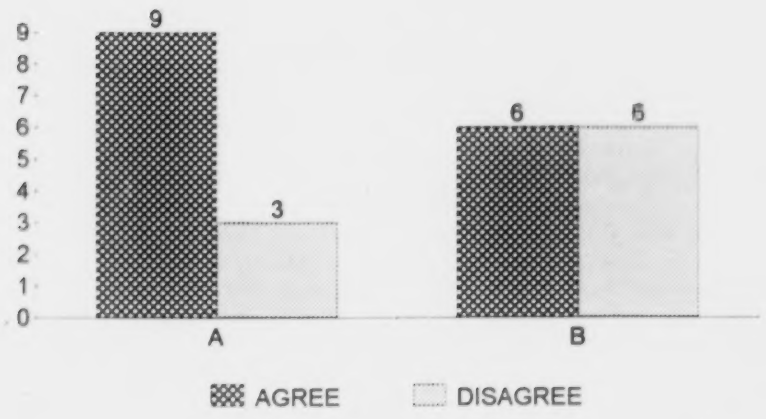
CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In an attempt to document the inadequate ability of students to utilize critical thinking skills, surveys were given to teachers and students, scores on the eighth and tenth grade writing segment of the Illinois Goals Assessmert Program (IGAP) test, as well as previous English course grades were collected, and an analytical writing sample was evaluated.

Thirteen of the sixteen teachers in the English department responded to a survey addressing the current curriculum and students' ability to read and analyze literature. (see Appendix A)

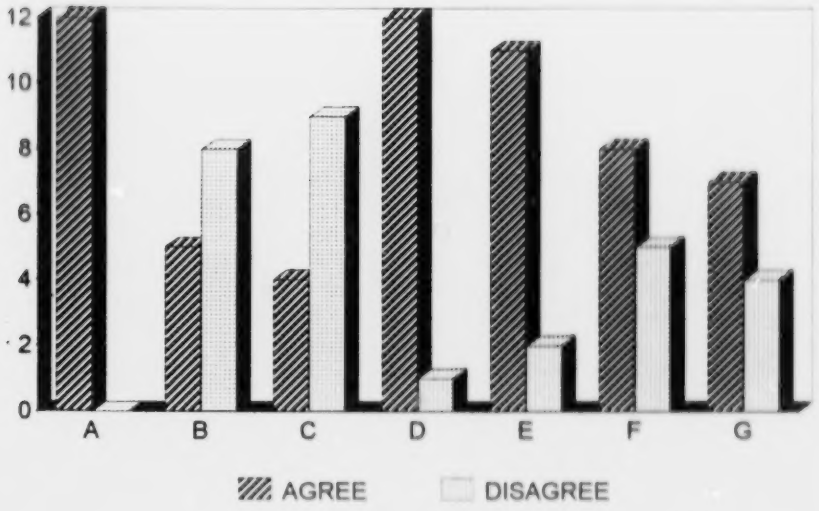


N-16 teachers

A-curricular demands make teaching depth difficult
B-curriculum allows time to teach thinking skills

Figure 1. Teacher responses regarding curriculum.

Figure 1 shows that seventy-five percent of the teachers surveyed are of the opinion that the massive curriculum forces them to cover the literature superficially rather than allows them to explore the literature in depth. The responses are, however, evenly divided as to whether or not there is time to teach thinking skills. This data suggest that 50% of the teachers feel that it would be possible to incorporate the teaching of thinking skills into the current curriculum.



N-16 teachers

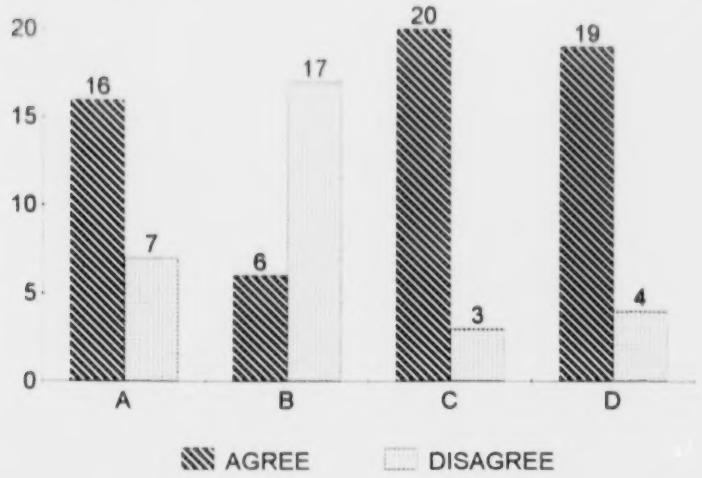
A-Students understand literature read
B-Students grasp vocabulary of literature read
C-Students use word attack skills
D-Students can make inferences about characters
E-Students can evaluate literary components
F-Students can evaluate literary devices
G-Students can think for themselves

Figure 2. Teacher responses about student ability to read and analyze literature

The responses given, as shown in figure 2, indicate that a majority of the teachers feel that students generally have a good grasp of the skills necessary to read and analyze literature at the high school level. One hundred percent of the teachers agree that the students generally understand the literature they read. Regarding vocabulary and word attack skills, however, a majority of the teachers indicate that student possess weak skills. This

contradiction of data concerning understanding and vocabulary/word attack skills indicates that the teachers surveyed may not have viewed the items on the survey as did the researcher.

During the first week of school, juniors in the targeted accelerated English class were given a survey and a self-assessment that required each student to evaluate his skills. (see Appendix B)



N-23 students

A-Teachers cover more material; not depth of material
B-Teachers are looking for one correct answer
C-Teachers accept students insights about literature
D-Teachers allow students to think for themselves

Figure 3. Student responses regarding curriculum

The numbers in figure 3 indicate that 70% of the students, like the teachers, feel the push to cover a vast amount of material without going into depth. Sixty-nine percent of these students, however, feel that they have been given the opportunity to utilize the thinking skills that they possess. A least 87% of the students in this class have been allowed to share their personal insights about the literature being studied, and 83% feel that past teachers have allowed them to think for themselves.

Table 1

Number of Students Responding to Each Category of Literature Self-Assessment

	N-24 students			
	Always	Frequently	Sometimes	Seldom/ Never
General classification skills				
*Vague & precise language	4	13	6	1
*Connotative denotative meanings	7	10	6	1
*Author's purpose	2	10	12	0
*Genre	5	2	9	8
Literature components				
*Plot structure	3	14	6	1
*Character	3	15	5	1
*Setting	14	8	2	0
*Style	3	7	13	1
*Theme	3	11	10	0
*Format	5	7	9	3
Literary devices				
*Figurative language	7	9	6	2
*Author's style	3	11	9	1
*Mood	9	8	8	0
*Satire	7	11	5	1
*Dialogue	8	12	3	1
*Symbolism	4	12	7	0
*Humor	10	12	2	0
*Point of view	14	7	3	0

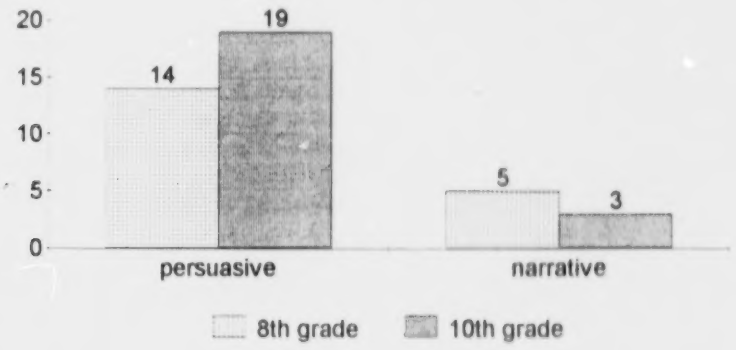
The students completed a self-assessment that divided the study of literature into three areas: general

classification skills, identification and evaluation of the components of literature, and identification and evaluation of literary devices.

Table 1 shows that fifty-five percent of the students believe that they are always or frequently able to accurately utilize general classification skills when reading. This indicates, however, that 45% of the students feel that their general classification skills are weak, especially in the area of recognizing the author's purpose for writing a selection. Sixty-five percent of the students who completed the self-assessment believe that they can always or frequently identify and analyze the basic literary components. On the other hand, 35% feel that they are weak in this area. Seventy-five percent of the students believe that they can also always or frequently identify and evaluate the literary devices used by authors. Twenty-five percent of the students, however, rated their ability to identify and evaluate literary devises as sometimes or seldom/never. These scores indicate the necessity of studying a piece of literature in depth in order to develop student's skills of identifying and evaluating basic literary components and literary devices.

Students complete the writing portion of the IGAP test at both the eighth and tenth grade level. On this assessment, the students are asked to write on an expository topic the first day; on the second day they may choose to write on either a narrative or persuasive topic. Each

writing sample is evaluated according to focus, support, organization, content, and integration.

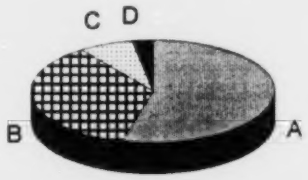


N-19 8th grade students
N-22 10th grade students

Figure 4. Student choice of topic

During eighth grade, only 74% of the students chose to write on the persuasive topic, while in tenth grade 86% of the students chose to write on the persuasive topic. This increase may indicate that the students felt more comfortable writing persuasively by the tenth grade. The average total writing score, however, decreased from 28.0 at the eighth grade level to 27.5 at the tenth grade level. These data suggest that critical writing skills are not as strong as they were in eighth grade. They also indicate that although the students felt more comfortable with persuasive writing at the tenth grade level, their persuasive writing skills need more practice. One possible cause for this decrease in IGAP scores is that the assessment is given during the second semester of the school year when some students may not be enrolled in an English

course or they may be taking Oral Communications where writing skills that relate to composition are not stressed.



N-24 students

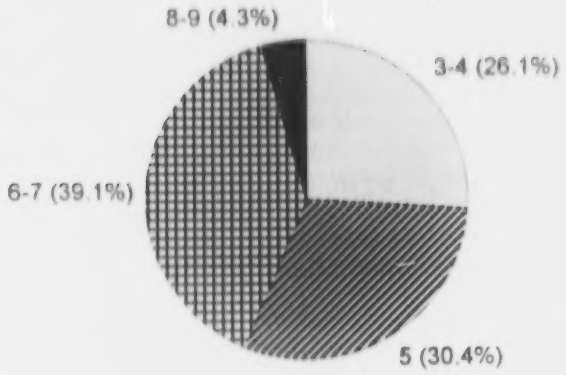
A-Students receiving A's (90%-100%)
B-Students receiving B's (80%-89%)
C-Students receiving C's (70%-79%)
D-Students receiving D's (60%-69%)

Figure 5. Student grades for English courses

Students' semester grades for previous English courses were reviewed. Figure 5 indicates that ninety percent of the students enrolled in the accelerated English program had achieved at a better than average level, receiving A's and B's; however, 10% of the students had achieved at an at-risk level, receiving C's and D's. Of the 24 students currently enrolled in the targeted accelerated English course, 12.5% had transferred to the target high school at the beginning of their freshman year. It is also important to note that 12.5% of the students began their freshman year in average level English courses, and after two semesters, 8.3% moved to the accelerated level; after 3 semesters, 4.1% moved to the accelerated level.

During the first week of school, the students of the targeted accelerated English course submitted an initial writing sample that was scored according to the Advanced

Placement English Literature criteria. (see Appendix A) A score of between 1 and 9 is assigned to the essay which reflects a judgment of the quality of the writing as a whole.



N-23 students

Figure 6. Student scores on writing sample

In looking at the scores represented in figure 6, approximately 57% of the students wrote pieces that were rated a 3, 4, or 5. These compositions showed simplistic thinking, underdeveloped ideas, and lack of details to support their opinions or statements. Only 43% of the students wrote pieces that were rated between a 6 and a 9. These statistics show evidence that the majority of students in this class could benefit from critical thinking instruction.

Probable Cause

A review of the professional literature identifies several causes for student's inadequate ability to utilize critical thinking skills. According to Beyer (March 1984),

some researchers have connected poor student achievement in thinking skills to television, video games, and even atomic fallout.

A common definition of a skill and best method of instruction of the skill are necessary for any skill to be effectively and consistently taught from teacher to teacher, district to district, and state to state; however, researchers and theorists vary in their definition of thinking and thinking skills (Beyer, March 1984; Rhoades & McCabe, 1992). In addition, teachers and researchers cannot agree on which specific thinking skills should be taught or at what level they should be taught (Beyer, March 1984). Further debate centers on how thinking skills should be taught: either separately from curriculum content, or incorporated into the existing curriculum alongside content (Bellanca & Fogarty, 1992). Unfortunately, most advocates of critical thinking do not provide the educators with strategies for the teaching of critical thinking skills that they deem essential (Pullen, 1992).

Although the world has been rapidly changing for the past 20 years, many school districts and their teachers seem to be trapped in the "information acquisition" method of learning which began with the Gutenberg Press (Fogarty & Bellanca, 1989). Both Cameron (1992) and Goodlad (as cited in Fogarty & Bellanca, 1989) describe current classrooms that model those attended in the past by current educational reformists: classrooms where teachers lecture, give scantron

tests, and check off mastery of remembered facts, and students listen and take notes, rather than classrooms where teachers challenge students to think for themselves. One of the greatest struggles in incorporating critical thinking skills ensues when teachers are asked to change their established methods and procedures of teaching (Pullen, 1992).

According to Barell (as cited in Pullen, 1992), teachers must create a climate in which students feel free to take risks, thus allowing for discussion between the students and the teacher. Levin states that "too often we give children answers to remember, rather than problems to solve (as cited in Fogarty & Bellanca, 1989,P.7)." As students progress through their school career, they learn that it is important to figure out the "right" answer and be able to repeat that right answer on a test (Rhoades & McCabe, 1992).

According to deBono (1983),

> "Some educators believe that thinking is simply a matter of innate intelligence. Thus, we do not have to do anything specific to help highly intelligent individuals learn how to think and there is little we can do to help less intelligent individuals learn how to think (p.703)."

Other educators believe that the teaching of critical thinking skills should be reserved for those who are classified as gifted. Many teachers, after asking students

a thought provoking question, interpret the vacant stare from the class to mean that their students have no clue what is being asked of them; and thus, the students have no ability to think on their own (Cook, 1992). According to Faust (1996), many teachers regard their students creative responses as incorrect since the response does not match the teacher's expectations.

Most of the questions on standardized tests require students to remember previously acquired knowledge. In the past the public's awareness of declining standardized test scores has led to the back-to-basics movements, with the public pushing for schools to teach the students greater amounts of information (Underbakke, Borg, & Peterson, 1993). Although standardized tests generally focus on knowledge retrieval, they also have shown that many students cannot problem solve, think critically, or defend their opinions (Fogarty & Bellanca, 1989). Bloom reported, after a 1984 study, that although emphasis on teaching higher order thinking skills had increased, more than 90% of the test questions require students to respond at the information retrieval level (as cited in Johannessen, 1994). According to Beyer (March 1984), it may be the standardized achievement tests that are interfering with the teaching and learning of thinking skills. It should also be noted that standardized scores usually increase when students are taught critical thinking skills (Pullen, 1992).

Most teachers do not teach thinking skills; those thinking skills that are taught, however, are not understood in the same way by the teachers and textbook companies that create the instructional materials (Beyer, March 1984). According to Ennis and Wood (as cited in Marzano, 1993), research has shown that many teachers experience difficulty differentiating one level of questioning from another, especially in regard to higher order thinking skills. Rarely do textbooks provide instructional guidelines on how to teach thinking skills or how to encourage students to think for themselves. Although teachers use the questions many textbook companies include at the end of literary selections, these questions tend to encourage students to copy or guess the answer rather than to think critically or creatively. Much of what teachers do as skills teaching is really skills testing. Instead of giving direct instruction of a thinking skill, teachers place students in situations where they are to perform at their best, assuming the students will automatically perform the skill correctly (Beyer, March 1984). Cook (1992) states, however, that most individuals are not capable of doing something until they have been led step by step through a process.

Teachers are also frustrated with the increasing amount of information that must be covered, rather than helping students look at an area in depth (Fogarty & Bellanca, 1989). Increasing expectations and mandated curriculums by state and local boards of education make it extremely

difficult for teachers to cover the required material in the amount of time given. Students are regarded as minds that need to be fed facts and knowledge that must be recited in discussions and on tests, rather than being regarded as individuals who are able to think (Rhoades & McCabe, 1992). Coverage, speed, and quantity are valued along with students who can repeat answers; thus, fewer students today can solve problems, analyze situations, or think critically (Fogarty & Bellanca, 1989). Beyer (March 1984) states it best by saying, "They (teachers) bombard students with one-shot exposures to literally dozens of skills at each grade level, apparently under the assumption that children can master these skills on first instruction"(p. 486).

A summary of the probable causes at the site and from the professional literature includes:

1. Lack of a common definition of thinking and thinking skills.
2. Lack of agreement on how thinking skills should be taught.
3. Lack of agreement on which thinking skills should be addressed.
4. A tendency for teachers to stick with what has worked in the past.
5. A lack of a climate where students feel free to take risks at thinking for themselves.
6. A focus by students on what the right answer is or what answer the teacher is looking for.

7. An attitude by some that thinking skills cannot be taught or should only be taught to the gifted students.
8. A lack of openness on the teachers part to let students think.
9. The public's push for more knowledge due to standardized test scores.
10. The lack of critical thinking skills training for teachers.
11. An overloaded curriculum that state and local boards mandate.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Although there are differing opinions on which thinking skills should be taught and how these thinking skills should best be taught, analysis of the probable cause data reveals that educators are concerned about the inadequate ability of students to utilize critical thinking skills. Research suggests a variety of causes: a classroom climate where students do not feel free to take risks and think, the focus on covering the required curriculum without teaching thinking skills, students' programmed attitude toward correct answer thinking, and the government's and general public's push for more knowledge rather than depth of knowledge.

The literature search for solution strategies focuses on effective teaching methods that may enhance student's ability to creatively synthesize and critically analyze and evaluate literature. Analysis of these data suggests that an environment which promotes student thinking, the direct teaching of specific thinking skills, the teaching of literature with these thinking skills, and the use of metacognition lead to improved student thinking.

A thoughtful classroom environment will foster critical thinking and promote analytical and evaluative thinking. Fogarty and Bellanca (1989) suggest that the teacher's mastery of course content and effectiveness in developing and maintaining a positive thinking environment are the initial keys to foster thinking. Teacher's expectations for students is instrumental in creating a thinking environment. Thomas Good's research (as cited in Fogarty & Bellanca, 1989) provides evidence that when teachers believe students can think and are expected to think, students will risk thinking and share their ideas.

Specific tools must be implemented to set the environment for a thinking classroom. Discussion and cooperation guidelines are essential tools to eliminate student's fear of being wrong or put down. Discussion questions must be developed to include a variety of thinking levels that will stimulate student thinking (Fogarty & Bellanca, 1989). The use of wait time is also essential in promoting thinking because it allows time for all students to develop a thoughtful response before they are asked to respond (Marzano, 1993).

Research indicates that, after creating an environment where students are expected to think and feel free to explore their thinking, it is necessary to educate students on how to think. The teaching of thinking skills consists of teaching students how to formulate their thoughts, how to reason, and how to judge (Beyer, March

1984). The specific thinking skills to be taught should be identified and defined in a common language. Bloom's list of thinking skills can serve as a common core of thinking operations to be taught; however the list does not include complex processes, such as problem solving, conceptualizing, and decision making, which involve several of the operations listed by Bloom (Beyer, April 1984). With the ever increasing amount of information available daily, it is essential to focus on the direct teaching of critical and creative thinking skills and reduce the amount of time spent teaching information (deBono, 1983; Fogarty & Bellanca, 1989). In Venezuela, for example, the law requires every child to take a class in thinking, and for students to receive two hours weekly of direct instruction in thinking skills (deBono, 1983). By teaching thinking skills through direct instruction, students are given the tools to do more skillful thinking. By focusing on critical and creative thinking skills, students are encouraged to dream, imagine, critique, and make careful decisions. (Fogarty & Bellanca, 1989). In the English classroom, students need to feel that they can share their personal understandings about a piece of literature, that all questions are important, and that everyone has something to contribute to a discussion (Close, 1992).

Even though students have the ability to think and have been taught critical thinking skills, they need to develop the dispositions and characteristics of a good thinker.

Richard Paul (as cited in Cook, 1992) reasons that if the traits of the mind (intellectual humility, courage, empathy, integrity, perseverance, sense of justice and faith in reason) are developed in students, the students will develop into critical thinkers. Tishman, Jay, and Perkins (1993) identify these traits of the mind as thinking dispositions, and believe that these dispositions govern productive intellectual behaviors and can be characterized by seven key intellectual tendencies. These intellectual tendencies include the following:

1. The disposition to be broad and adventurous.
2. The disposition toward sustained intellectual curiosity.
3. The disposition to clarify and seek understanding.
4. The disposition to be planful and strategic.
5. The disposition to be intellectual careful. [SIC]
6. The disposition to seek and evaluate reasons.
7. The disposition to be metacognitive. (Tishman, Jay, & Perkins, 1993, p.148)

English is a good place to teach thinking skills since there is a natural link between thinking and the expression of thought in literature (deBono, 1983). It is important that students learn from literature and not just about literature. If the literature taught is relevant and worth learning, then students can strive to creatively synthesize and critically analyze the thoughts of the great authors (Agresto, 1989).

In order to promote creative and critical thinking in an English classroom, the students must be directly involved in discussions. They must be given the opportunity to raise issues, clarify their thoughts, and test their ideas against their peers through various means (Burroughs, 1993).

Louise Rosenblatt (as cited in Miller, 1991) maintains that the first necessary step in the reading of literature is to pay close attention to the emotional impact the author's diction has upon the reader. A reader's journal provides a place for students to privately explore and record their thoughts, feelings, and questions about a particular piece of literature before they begin reading, as they are reading, and after they finish reading. According to Nystrand, Gamoran, and Heck (1993), students will retain new information better when they can relate it to their own personal experience and use their own words. A reading journal allows a place for this personal connection to take place.

Small cooperative discussion groups are an effective method for producing thoughtful student responses. Roger and David Johnson, along with Slavin, support the premise that small cooperative learning groups, when used properly, are more effective in promoting thinking and problem solving than competitive and individualistic learning (as cited in Fogarty & Bellanca, 1989; Nystrand, Gamoran, & Heck, 1993). On the other hand, Brophy and Good (as cited in Nystrand, Gamoran, & Heck, 1993) follow the school of thought that

"students learn more when they interact directly with the teacher than when left to work alone" (p.14). Berkenkotter (as cited in Nystrand, Gamoran, & Heck, 1993) warns that "bad chemistry" between students in a small cooperative group can destroy the group environment and inhibit creative and critical thinking. In 1986, George Hillocks (as cited in Nystrand, Gamoran, & Heck, 1993) determined from his research that small cooperative groups are effective when the teacher structures the activities and develops thoughtful questions rather than allowing students to totally control their own activities. Small group discussions allow students to make sense of their ideas with a more intimate audience before sharing their thinking with the whole class (Miller, 1991).

Whole class discussions with carefully prepared questions can encourage student thinking. With one question, the teacher can acknowledge a variety of student responses, repeat student comments thoughtfully, add a personal response, or press for different perspectives or reasons. It is important to the discussion process, however, that the teacher does not evaluate the student responses for correctness. Through whole class discussion students learn from other's experiences and gain different views of literary characters (Miller, 1991).

Students will creatively and critically think and respond about literature only as far as teacher instruction will allow. If students are expected to give thoughtful

responses, the use of authentic questions, those allowing for a variety of responses, must be employed. This type of questioning shows that the teacher values the student's thinking (Nystrand, Gamoran, and Heck, 1993). Authors, poets, and playwrights write because they have something to say to society and they want to be understood, not because they want to be analyzed. Therefore, questions about a specific piece of literature need to allow students to see what the short story, novel, poem, or play is attempting to say (Agresto, 1989). Using thought provoking questions allows students the opportunity to respond as an active reader. Being an active reader enhances critical thinking due to an increased awareness of the reading fundamentals: sensing and making sense of a situation, forming mental pictures, imagining and empathizing with characters, identifying important questions and concerns, and recalling experiences (Faust, 1996). The use of authentic questioning, then, tends to drive the curriculum of a course due to the content of student responses; yet, this is important because it assists students in thinking about what they have read in depth and on their own terms (Nystrand, Gamoran, and Heck, 1993).

Students need to be given and shown how to use the perceptual tools, graphic organizers, connected with thinking skills. These tools help students to scan their experiences as well as to see their thinking more clearly and broadly (deBono, 1983).

Students also need to be instructed in the metacognitive process or the ability to think about thinking. This encourages the student to plan, monitor, and evaluate the thinking that has occurred as well as encourages the student to make conscious connections (Fogarty & Bellanca, 1989).

As students are taught and encouraged to think for themselves it is important that the grading policy support the concept that the teacher is not looking for the one correct answer. Students, therefore, should be evaluated on cooperation, risk-taking, and evidence of growth in discussion and writing (Miller, 1991).

Students should be encouraged to think creatively and critically. Teachers can utilize various techniques to promote student thinking. These techniques include refocusing student discussions, rephrasing a student's response using slightly different language, asking students to reconsider their position, hinting at other solutions by drawing attention to a literary passage, summarizing the classes' responses, and providing background information to establish it as a given (Burroughs, 1993).

Project Objectives and Processes

In order to encourage student thinking, various strategies need to be implemented. As a result of implementing various strategies to extend student thinking during the period of September 1996 to February 1997, the English 11 students will increase their ability to creatively synthesize and critically analyze and evaluate

literature, as measured by the use of learning logs, essays, and teacher-made tests.

In order to accomplish the project objective, the following processes are necessary:

1. Develop a series of learning activities that address higher order thinking skills.
2. Develop materials and questions for essays and learning logs.
3. Utilize graphic organizers that promote higher level thinking skills.
4. Develop discussion questions that require students to analyze and evaluate a given work. These will be used for whole class discussions or small cooperative group discussions.

Project Action Plan

I. Students will be given a survey to determine how they feel they read, analyze, and evaluate literature.

II. Students will listen to "The Truth About the Three Little Pigs." After the story, students will discuss the selection, in an essay, according to the various levels of thinking. This essay will be evaluated according to the Advanced Placement English Literature criteria.

III. A climate that encourages students to think will be developed.

A. Students will be given a handout of DOVE and one will be placed in the front of the room. A discussion

of the importance of DOVE will take place.(See Appendix D)

B. An explanation of wait time will be given to the students.

C. The difference between simple yes and no questions and deep, thought-provoking questions will be presented.

D. Students will be presented a sequence of questions that illustrate the move from basic recall of information to complex, higher order thinking.

E. Bloom's taxonomy of questions will be introduced.

IV. Students will be placed into cooperative groups.

A. There will be three to four students in a group. The teacher will organize these groups.

B. Each group will function with the following roles: Recorder, Leader, Speaker.

C. Signals will be presented and explained.

D. The groups will generate a list of guidelines for cooperation and then, as presented to each other, a master list for the room will be generated.

V. Introduce students to learning logs/journals.

A. Students will use a 8 1/2 x 11 spiral notebook as a learning log.

B. The learning log will be used daily to

1. Record key ideas presented

2. Make predictions

3. Record questions they have as they read or after they have read a selection.

4. Record new vocabulary encountered and later, go back and seek out the definition.

5. Summarize a reading selection in one statement.

6. Connect a work of literature to personal life.

7. Respond to questions given by the teacher.

8. Record brainstormed ideas.

C. Learning logs will be collected the last day of each school week.

1. Logs will be read and responded to by the teacher.

2. Logs will be read and evaluated with a rubric according to sketchy entry, brief detailed thought, thorough detailed thought.

3. They will be recorded as 1 for entry made or 0 for no entry made.

VI. Teaching of thinking will be presented.

A. Five areas of thinking will be used.

1. Visualization

2. Prediction

3. Compare/contrast

4. Analyzing

5. Evaluate

B. In order to teach these skills and allow students to practice these thinking skills the following methods of instruction will be used.

1. Direct instruction
2. Graphic organizers
3. Small group discussions

VII. Literature units will be taught using higher order thinking skills and will allow students to develop metacognitian skills.

A. Students will use learning logs to focus on higher order thinking skills related to the literature being studied.

B. Graphic organizers will be presented in reference to the skills practiced.

C. Small group discussions will be used to share ideas and practice thinking skills.

D. Written compositions will be assigned for specific literary pieces or practice of specific thinking skills.

VIII. The literature units studied will include:

A. The unit "The New Land", which covers literature from Christopher Columbus to Thomas Jefferson.

1. In studying literature by the explorers, students will focus on comparing/contrasting. (3 days)

2. In studying literature by the pioneers and settlers, students will focus on evaluating. (3 days)

3. In studying literature by the divines and poets, students will focus on analyzing and evaluating. (3 days)

4. In studying the philosophers and statesmen, students will focus on visualizing and evaluating. (3 days)

5. Projects and assignments for this unit will include:

a. Students will create an explorer letter about Belvidere that mirrors early American explorers. (Persuasive composition)

b. Students will compose an essay focusing on "What is an American?" (Narrative essay)

c. In concluding this unit the students will take a teacher made test.

d. In receiving the test back, students will apply "Mrs. Potter's questions" (Fogarty & Bellanca, 1989).

B. The Crucible, by Arthur Miller. (2 weeks)

1. Students will evaluate the specific characters to determine guilt or innocence.

2. Students will make predictions about the plot and the characters.

3. Students will classify examples of core themes.

4. Students will compare and contrast Abigail's and John Proctor's motives.

5. Student's will conduct a mock trial after Act III, scene 1 to determine Abigail's involvement or guilt.

6. Students will utilize a PMI about the mock trial.

C. The Scarlet Letter by Nathaniel Hawthorne (3-4 weeks)

1. Students will predict how they believe the plot will unfold.

2. Students will analyze the symbols used by Hawthorne.

3. Students will visualize the descriptive passages in the novel.

4. Students will compare/contrast different characters, settings, and symbols.

5. Students will evaluate the actions of the community in relation to Hester Prynn and Dimmesdale.

6. Students will write a comparison/contrast essay comparing some aspect of the novel such as characters, settings, or symbols.

7. Students will complete a unit project from a list of possible projects.

8. Students will take a teacher made test covering this novel.

D. The unit "Literary Nationalism", which covers authors from Washington Irving to E. A. Poe.

1. In studying "Devil and Tom Walker" by Washington the students will make predictions about the characters actions and evaluate various passages. (2 days)

2. In studying "A Rescue" from Deerslayer, students will make comparisons to heroes in modern literature and analyze the format of the adventure tale. (2 days)

3. In studying "Thanatopsis" by William Bryant, students will analyze the poem for meaning and write a paraphrased edition of the poem. (2 days)

4. In studying poems by Longfellow, Holmes, and Whittier, students will visualize the picture he created with words and analyze the work according to figures of speech. (4 days)

5. In studying works by E.A. Poe, students will analyze the structure diction of his works, visualize the story, and evaluate the impact of his work on the short story, the horror story, and poetry. (6 days)

E. The unit "Variations and Departures", which covers authors from Walt Whitman to Edgar Lee Masters.

1. In studying Walt Whitman, students will evaluate his style and use of free verse, and analyze his use of imagery and symbolism. (3 days)

2. In studying Emily Dickinson, students will analyze and evaluate the use of figurative

language, tone, and imagery. They will also analyze the structure of her poems. (3 days)

3. In studying Samuel Langhorne Clemens, students will evaluate the use humorous elements. (3 days)

4. In studying "An Occurrence at Owl Creek Bridge" by Ambrose Bierce, students will predict the outcome of the story at different points, and analyze the theme and structure of the piece. (2 days)

5. In studying "A Pair of Silk Stockings", students will analyze the point of view and its effect on the story. (2 days)

6. In studying "An Episode of War", students will compare the events in the story to current events, and analyze the literary devices. (2 days)

7. In studying the works of Edgar Lee Masters, students will analyze the use of irony. (3 days)

8. In studying selected pieces from Spoon River Anthology, students will evaluate the characterization, tone, irony, and metaphor in each piece. (2 days)

Methods of Assessment

The problem of inadequate use of critical thinking skills will be documented by student surveys, teacher journal entries, student learning logs, and writing samples which are scored with similar rubrics. Student surveys will

be administered within the first week of school to determine their knowledge of graphic organizers for thinking and knowledge of core literary concepts. Teacher journal entries and student learning log evaluations will focus on cooperation in groups, risk-taking in sharing ideas and connections, and evidence of growth in discussion and writing. Comparison of learning log entries and rubrics for writings will be made after the completion of the four literary units to determine the effects of the intervention.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

This action research project was designed to improve the critical and creative thinking skills of students at the high school level. A variety of methods were used in the implementation of this project. These interventions included various steps in each of the four thinking categories: creating a climate that allowed for critical thinking, teaching of specific thinking skills, discussing and writing about literature with specific thinking skills in mind, and allowing students to reflect on their thinking.

Student thinking is greatly affected by the climate of a classroom; thus, during the first two weeks of the school year a climate that encouraged student thinking was created. The teacher distributed a copy of the classroom rules and requirements (see Appendix E) to each student and previewed the curriculum to be covered thus setting clear expectations at the beginning of the year.

Teaching strategies were introduced that would set a climate for thinking: a signal, wait time, a thinking log in which to record information about reading selections and respond to structured questions, (see Appendix F) and

guidelines to promote positive group discussions. These strategies would allow the students to create thoughtful answers since literary interpretation and comprehension are derived from personal experience, and in many cases, there is no one right answer.

In order for students to understand the guidelines for small group discussions, the teacher gave them a handout of DOVE, guidelines that promote positive, thoughtful discussions. (see Appendix D) After the students were given time to read over the handout, the teacher initiated a discussion of the importance of using the DOVE guidelines with questions that modeled Bloom's taxonomy and then she identified the type of question. (see Appendix G)

The teacher also organized the students into small cooperative groups to help create a sharing climate. Students were given group roles (recorder, leader, presenter) that would cycle through the group. In order to give the students practice sharing and discussing ideas, the teacher had them generate a list of guidelines for group cooperation and then present their list to the class. The most common responses included staying on task, participating, and listening to other's ideas.

Specific thinking skills were taught through direct instruction and practiced throughout the semester when the students discussed and wrote about the literary selections. The direct instruction of these skills took a total of six days; each skill taking a day. In order to teach these

thinking skills, the teacher utilized a direct instruction lesson design. This design included five steps: begin with a focus activity; identify the lesson's objective and request synonyms for the skill; supply the students with essential information about the thinking skill being taught; practice the skill with a structured, non-curricular activity; and give students the opportunity to process the new skill.

The teacher choose five thinking skills to focus on with these students: visualization, prediction, comparison and contrast, analysis, and evaluation.

The teacher began with the thinking skill of visualization. To teach visualization the teacher began with the concept of brainstorming. The teacher asked the students to name various types of pets while she wrote their responses on the blackboard. She explained that this was the skill of brainstorming and asked the students for synonyms: listing, itemizing, creating a list. The teacher used the anachronism THINK (see Appendix H) to identify the steps taken in brainstorming and showed the students two graphic organizers, the web and the mind map, that can assist with brainstorming. (see Appendix I and J) She then showed the students how their list of pets best fit the mind map graphic organizer. The students practiced the skill of brainstorming by generating guidelines for composition using either a list, web, or mind map and sharing this list. (see

Appendix K) Students were asked to reflect about the skill of brainstorming in their thinking logs.

The teacher also used imaging to teach visualization. She asked the students to relax and create a mental picture of a place they would rather be right now. In a soft voice she began asking the students several general questions about this place in order to help them create a clearer mental picture. When she finished, the teacher identified this process as imaging. The students gave dreaming, daydreaming, and picturing as synonyms for imaging. One of the students commented on the similarity of brainstorming and visualization. The anachronism IMAGES helped to identify the process involved in imaging. (see Appendix L) To give students practice with imaging, the teacher asked the students to create a written picture of the place they would rather be. In order to process the skill of imaging, the students were asked to read their piece to themselves and determine how closely their written picture matched their mental picture.

To teach the skill of predicting, the teacher asked the students to mentally respond to three questions: What are your plans for the weekend? What would you do tonight if you had a major test tomorrow? What might happen if you did not study for a unit test? The teacher identified this thought process as predicting with student generated synonyms of cause and effect, forecasting, and guessing. The steps of predicting were outlined using the anachronism

BET. (see Appendix M) To give the students practice in predicting, the teacher read "The Captive" (see Appendix N) and asked the students to make a prediction as to the name of the prisoner and the name of the prison at four intervals during the story. She then asked the students to give reasons for their responses. The students used their thinking log to reflect upon the skill of predicting.

To focus the students' attention toward the skill of comparison and contrast, the teacher wrote the words apple and orange on the board. She then asked the students how apples and oranges were alike as well as different. The teacher then identified the thinking skill as comparison/contrast which the students related to similarities and differences. She used the anachronism SAD to reinforce the concept of comparison and contrast (see Appendix O) and identified the Venn diagram as a tool to help with comparison and contrast. The students were then asked to create their own Venn diagram showing the similarities and differences of two movies. Students reflected on comparison/contrast in their thinking logs.

The teacher used the technique of attributing to teach the skill of analysis. In order to get the students focused on this thinking skill, the teacher placed a circle on the board with the word "dog" inside and asked the students to identify the traits of a dog. She then discussed with them the skill of analyzing and asked for synonyms: looking for qualities, symbolism, elements. The teacher introduced the

anachronism of TRAITS to show the steps involved in analyzing (see Appendix P) and asked the students to practice by identifying the traits/attributes of a good paragraph. The teacher explained to the students that a web and a mind map were good graphic organizers to use with analyzing. Students were asked to record their thoughts about analyzing in their logs.

The final thinking skill the teacher addressed was that of evaluating. As a focus activity, the teacher played examples of various types of music and had the students use a human graph to visually identify whether they had an extreme like or dislike for the music or whether they stood somewhere in-between. After the students had returned to their seats, the teacher identified the skill as evaluating, to which students gave the synonyms rate, rank, and judge. The anachronism DEALS helped to identify the steps involved in evaluating. (see Appendix Q) The teacher gave the students practice in evaluating using an agree-disagree chart and three statements about music. (see Appendix R) This chart then led to a point of view graphic organizer where the students choose one of the statements and gave reasons and evidence or examples for their opinion. (see Appendix S) The teacher also identified a KWL chart as a graphic organizer for evaluation. (see Appendix T) The students then reflected on evaluating in their thinking log.

The unit "The New Land" contained literature that was written from 1493 to 1784 and included excerpts from

explorers, pioneers, settlers, religious leaders, poets, philosophers, and statesmen. The teacher planned for this unit to take a total of 12 days; however, the total unit lasted 17 days. Working cooperatively, the students used a Venn diagram to explore the similarities and differences of Christopher Columbus, Alvar Nunez Cabeza de Vaca, and Robert de La Salle. (see Appendix U) After reading selections by John Smith and William Bradford, the students used an agree-disagree chart to evaluate the persuasive appeals and propaganda used by these two pioneers. The selection "The Trial of Martha Carrier" by Cotton Mather gave students the opportunity to evaluate the evidence presented against Martha Carrier while Jonathan Edwards' "Sinners in the Hands of an Angry God" gave students an opportunity to analyze the three extended metaphors. In working with Benjamin Franklin's piece "Moral Perfection", the students visualized their own personal goals through brainstorming and then evaluated Franklin's 13 virtues. Finally, in cooperative groups the students analyzed the attributes of an American which Hector St. John de Crevecoeur presented in his essay "What Is an American?".

During this unit students wrote a persuasive composition; however, due to lack of time, the teacher did not address the narrative essay for this unit. The teacher created a test covering the literature in this unit asking the students to analyze the significance of specific quotes from the material and respond to essay questions. (see

Appendix V) When the teacher returned the test, the students were asked to think about their thinking on the test using Mrs. Potter's Questions. (see Appendix W)

The second literary unit lasted three weeks and covered Arthur Miller's play The Crucible. As an introduction to the reading, the teacher distributed a list of questions that related to the themes present in the play. (see Appendix X) The students were asked to read, respond, and evaluate each question individually. She then asked the students to share and discuss their responses with their cooperative groups. The students were assigned parts and the play was read in class. After each act was finished, the students worked cooperatively to complete a study guide that included questions which identified facts and interpreted meanings in the act. (see Appendix Y) At certain intervals during each act, the teacher asked the students to make predictions about the plot and the characters in their thinking log. Although a mock trial was identified to take place after Act III, scene 1, it appeared much more logical to finish the play before moving ahead with the trial. To prepare for the trial, the students evaluated the guilt or innocence of the major characters, as well as compare Abigail William's motives to John Proctor's motives. When the trial was over, the students utilized a PMI to reflect about the trial. (see Appendix Z) In addition to this, the students wrote a lawyer's summation to

the jury in order to prove their belief as to whether or not Abigail William's was guilty of murder or not.

The teacher used a variety of approaches to teach Nathaniel Hawthorne's The Scarlet Letter. This unit lasted four and a half weeks. Students worked cooperatively in groups to complete study guides that included questions from various levels of Bloom's taxonomy for different sections of the novel. (see Appendix AA) During this time students were also asked to make predictions about the outcome of the plot at specific turning points; analyze the symbols in the novel, visualize specific descriptive passages; compare the town to the forest, the major characters, and specific symbols; and evaluate the community's treatment of Hester Prynn, Reverend Dimmesdale, and Roger Chillingworth. These insights were recorded in the thinking logs. The teacher changed the composition from comparison/contrast to a character analysis due to departmental revisions of the curriculum. At the end of the unit, the students turned in a folder containing their work on the novel and took a multiple response test.

The unit "Literary Nationalism" covered literature that was written from 1817 to 1866 and included works by Washington Irving, James Fenimore Cooper, William Bryant, Henry Wadsworth Longfellow, Oliver Wendell Holmes, John Greenleaf Whittier, and Edgar Allen Poe. This unit lasted two weeks. In reading "The Devil and Tom Walker", the students were asked to make predictions in their thinking

log as to what happened to Tom Walker's wife and Tom Walker's fate. They were also asked to evaluate the significance of different passages that contained foreshadowing and symbolism. After reading the excerpt "A Rescue" from Deerslayer, students worked in groups to analyze the attributes of Cooper's adventure tale and to make comparisons of heroes in modern literature to Natty Bumppo and Chingachgook. In order to assist students in understanding "Thanatopsis" by William Bryant, the teacher explained that thanatopsis means death and asked them to analyze the poem by looking for attributes of death in the poem and then writing a paraphrase of the poem. In working with the poetry of Longfellow, Holmes, and Whittier, the students were asked visualize the picture each poet was attempting to create and then work within their group to analyze the imagery in the poetry using a mind map. (see Appendix BB) As the students read "The Fall of the House of Usher" by Edgar Allen Poe, the students worked together to analyze his choice of words, to visualize certain passages of the story, and to evaluate his impact on the short story and the horror story.

The final literary unit in this action research project was entitled "Variations and Departures". It covered literature from 1855 to 1915 and included the poetry of Walt Whitman, Emily Dickinson, Edwin Arlington Robinson, and Edgar Lee Masters; and the short stories of Mark Twain, Ambrose Bierce, Kate Chopin, and Stephen Crane. Since

Whitman's poetry was a departure from previous forms, students worked cooperatively in groups to evaluate the impact of his style and use of free verse, and analyze his imagery and symbolism. With Emily Dickinson's poetry, students viewed a movie to give them insight into her life so as to analyze and evaluate several of her poems. After reading Mark Twain's "The Jumping Frog of Calaveras County" students were asked to evaluate his use of humor. Ambrose Bierce's story, "An Occurrence at Owl Creek Bridge" gave students the opportunity to predict what they thought was happening after each section and to analyze the theme, title, and structure of the story. They were also given an opportunity to view a movie version of the story and make a comparison of the movie version and the printed version. (see Appendix CC) "An Episode of War" by Stephen Crane gave students an opportunity to compare the coincidental events of war to coincidental events in the current news. Students were asked to analyze Edwin Arlington Robinson's use of irony in "Miniver Cheevey" and "Richard Corey" and then looked at selections from Edgar Lee Master's Spoon River Anthology to evaluate tone and irony.

Presentation and Analysis of Results

Student thinking logs and essays, and teacher observations were used to assess the effects of teaching and practicing critical thinking skills.

Although the students made regular entries in thinking logs, it was difficult to make a comparison of these logs

from unit to unit. This was due, in part, to the wide range of difficulty in the selections assigned: American writers from Christopher Columbus, 1493, to Edgar Lee Masters, 1915. Another factor that made comparison difficult was the infrequency with which the teacher was able to collect and comment in the logs. Many times the students needed to keep the logs so they could make entries relevant to a reading assignment, make group discussion notes or lecture notes, work on a composition, or study for a test. Although the logs were not assessed as planned, the students seemed to write with increasing detail and thought.

A clearer assessment can be made by looking at the students' scores for the essay assignments as presented in Table 2.

Table 2

Number of Students Receiving designated scores on AP Essay

N - 24 students

AP SCORE	NARRATIVE ESSAY	PERSUASIVE ESSAY	PERSUASIVE ESSAY	ANALYSIS ESSAY
9	0	0	0	5
8	1	3	5	3
7	7	2	5	5
6	2	13	6	3
5	7	4	3	5
4	6	0	3	0
3	0	0	0	1
2	0	0	0	0
1	0	1	0	1
NO ASN IN	1	1	2	1

The narrative essay was part of a pre-intervention activity in which the students listened to a selection and composed

an essay as a writing sample. The scores for this writing sample showed that 58% of the students in this class were writing at or below the superficial level reflected by a score from one to five, with an additional 4% not completing the assignment at all; however, 42% of the student's possessed the thinking processes to write an essay that utilized depth and detail reflected by a score from six to nine.

On the second essay, 21% of the students wrote at the superficial level while 75% received a score between six and nine. These data show an improvement in essay scores by 33%. With the third and fourth essay assignments the number of students that wrote with depth and detail dropped to 67%. When comparing the scores of the first and fourth essay, however, 25% of the students showed greater depth and detail in their writing.

Although student's composition scores improved overall from the first rating to the fourth rating, the increase and then decrease of scores for some students might be related to personal preference regarding the piece of literature on which they were to write or the type of composition assignment.

Table 3

Individual Student Essay Scores

N - 24 students

STUDENT	NARRATIVE ESSAY	PERSUASIVE ESSAY 1	PERSUASIVE ESSAY 2	ANALYSIS ESSAY
S1	7	7	8	8
S2	7	8	9	6
S3	5	6	5	-
S4	4	6	5	4
S5	7	6	6	7
S6	7	6	7	6
S7	5	8	9	8
S8	7	8	9	7
S9	6	6	7	4
S10	6	6	5	5
S11	4	5	5	6
S12	4	6	7	7
S13	-	-	-	-
S14	5	6	9	5
S15	4	1	1	4
S16	7	6	5	6
S17	8	6	9	8
S18	7	5	8	7
S19	5	6	8	7
S20	5	5	7	8
S21	5	6	3	6
S22	4	7	5	8
S23	5	5	5	6
S24	4	6	7	5

In looking at students individually, the greatest increase in essay scores was four points as shown in table 3; however, for 50% of the students, the increase went from a score of five to a score of six which moved them from writing that appeared superficial to writing that showed depth and detail.

In observing their daily work, the teacher noticed that students appeared to improve in their willingness and ability to share their view point with the whole class. As they gained more practice with the thinking skills and felt comfortable that their opinions and ideas were important, the time needed for class discussions increased. During discussions, when a student presented information or a view point that seemed unclear or even off track, the teacher asked that student to supply clarification and details. Most of the students were able to elaborate on their answers. At one point during a discussion, one of the students remarked, "I'm tired of having to think". Students even became comfortable debating each other's analysis as was evident in a class discussion of "An Episode of War" where student A pointed out flaws in students B's thoughts and cited passages in the short story to prove his rebuttal.

A great deal of the discussion about literature were held in small groups. In small group discussions, students were heard to ask group members what they thought in relation to a question or concept. The more small group discussions were utilized, the better the students became at maintaining the focus in their small group discussions. One student who contributed very little to the small group discussions and class discussions at the beginning of the year showed signs of improvement toward the end of the semester. Although his involvement in full classroom discussions still remained rare, he was more active in his

contributions to the small group discussions. During small group discussions and large class discussions, the teacher would ask the students to support their analysis or evaluation.

Tests and individual assignments were given to allow for individual accountability. In general, the students did well on these tests and assignments.

Conclusions and Recommendations

Based on the individual essay scores many students have improved their thinking skills as evidenced in their writing. The teacher also observed that the students became more willing to share information and explore ideas, and they tended to search for deeper meanings in the literature. The students' improved use of thinking allowed the teacher time to listen to a varied set of responses and eliminated the need for lecturing the students as to one specific interpretation of the material.

This action plan is complex in that it requires the teacher and the students to adapt to new formats. As the teacher became more comfortable with the use of thinking skills, the students became more comfortable sharing and exploring their ideas rather than having the teacher dictate one specific interpretation of the literature.

In incorporating thinking skills into the classroom, it would be best to include others who are teaching the same course and material; this would help to eliminate any feeling of isolation and allow for the teachers to act as

sounding boards for each other. Another factor that should be considered is the amount of material that must be covered. If students are to be allowed to develop their thinking skills and analyze literature for themselves, they must be given sufficient time; thus, more does not necessarily equal better. Since a thinking log is a vital student record of information, questions, and thought processes, the teacher needs to evaluate if and how to give it points or a grade and be willing to revise as to each specific class.

Thought should also be given to the assessment tools, specifically the rubric for evaluating students' writing. The AP score was not efficient for the teacher since it required her to supply two different grades. It would have been helpful to evaluate each essay as to content, style, and mechanics, rather than holistically. Furthermore, the teacher feels that it would have been helpful to the students if the essays assigned had been grouped together as to type, as well as to have students use peer evaluation of essays and revision time for each essay. This would have allowed for the teacher to check for growth and understanding of the thought process in each type of essay.

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"Appendices"

Appendix A

ENGLISH DEPARTMENT TEACHER SURVEY

For each statement, identify whether you strongly agree, agree, disagree, or strongly disagree.

statement	strongly agree	agree	disagree	strongly disagree
1. Students understand the literature they read.	___	___	___	___
2. Students grasp the vocabulary of the literature assigned.	___	___	___	___
3. Students use word attack skills to decipher unknown words.	___	___	___	___
4. Students are capable of making inferences about a character based on the dialogue or narration presented in the literature.	___	___	___	___
5. Students are able to evaluate a work based on literary components such as plot structure, characterization, setting, theme, style, and format.	___	___	___	___
6. Students are able to evaluate and analyze a literary work according to literary devices such as figurative language, symbolism, mood, humor, satire and irony, and point of view.	___	___	___	___
7. The massive curricular demands in English make it difficult to teach in depth.	___	___	___	___
8. The current English curriculum allows time to teach thinking skills	___	___	___	___
9. Students are able to think for themselves.	___	___	___	___

Appendix B

ENGLISH 11 - STUDENT SURVEY

Read each statement carefully. Using the following rating scale, rate yourself on the following skills

1. Always
2. Frequently
3. Sometimes
4. Seldom or never

1 2 3 4 I can distinguish between vague and precise words when reading.

1 2 3 4 I can recognize the connotative and denotative meaning of words when I read.

1 2 3 4 I can recognize the author's purpose for writing a specific piece of literature.

1 2 3 4 I can classify a literary work by its genre.

I can identify and evaluate the following components of literature

1 2 3 4	Plot structure	1 2 3 4	Style
1 2 3 4	Characterization	1 2 3 4	Theme
1 2 3 4	Setting	1 2 3 4	Format

I can identify and evaluate the following literary devices

1 2 3 4	Figurative language	1 2 3 4	Dialogue/Authentic speech
1 2 3 4	Author's style	1 2 3 4	Symbolism
1 2 3 4	Mood	1 2 3 4	Humor
1 2 3 4	Satire/Irony	1 2 3 4	Point of view

Y N I have used a learning log or reading journal in the past.

Y N I have worked in cooperative groups in other classes I have had.

Y N I have used a KWL chart before.

Y N I have used a prediction tree before.

Y N I have used a Venn diagram before.

Y N I have used a PMI chart before.

Appendix C

Advanced Placement English Literature Program
Writing Criteria

GENERAL DIRECTIONS: The score assigned should reflect your judgment of the quality of the essay as a whole. Reward the writers for what they do well. The score for an exceptionally well-written essay may be raised by one point from the score otherwise appropriate. In no case may a poorly written essay be scored higher than 3.

9-8 These are well-organized and well-written essays. The writers read with perception and express their ideas with clarity and skill.

7-6 These papers also analyze, but they are less incisive, developed or aptly supported than papers in the highest ranges. The writer demonstrates the ability to express ideas clearly but with less maturity and control than the better papers. Generally, 7 essays present a more developed analysis and a more consistent command of the elements of effective composition than essays scored 6.

5 These essays are superficial. They respond to the assigned topics without important errors but they lack complexity. The writing is adequate to convey the writer's thoughts, but these essays are typically not as well conceived, organized, or developed as upper-half papers.

4-3 These lower-half essay fail to analyze adequately. The writing demonstrates weak control of such elements as diction, organization, syntax, or grammar.

2-1 These essays compound the weaknesses of the papers in the 4-3 range. They misread the passage or feebly responded to the question. They are poorly written and may contain many distracting errors in grammar and punctuation or are unacceptably brief. The writer's views typically are presented with little clarity, coherence, or supporting evidence. Essays that are especially inexact, ill-organized, illogically argued and/or mechanically unsound should be scored a 1.

0 This is response with no more than a reference to the task.

- Indicates a blank response, or one that is unrelated to the assignment.

Appendix D

DOVE

Guidelines for thoughtful discussion

D = Do accept other's ideas.

(Avoid criticism and put downs.)

O = Originality is OK.

(We need to examine lots of ideas. The way each individual looks at an idea will wary. Share your view.)

V = Variety and vastness of ideas is a start.

(After we explore many ideas we can become critical thinkers in search of the best ideas.)

E = Energy and enthusiasm are signs of intelligent and skillful thinkers.

(Put your brain to work.)

taken from Patterns for Thinking/Patterns for Transfer

Appendix E

ENGLISH 11 (ACCELERATED)

COURSE REQUIREMENTS
MRS. DEMOLLI - ROOM 50

ESSENTIAL SUPPLIES

THEME PAPER - for compositions and written assignments
SPIRAL NOTEBOOK - for a thinking log
PENS - for all formal assignments
PENCILS - (optional - use for notes, logs, daily homework)
FOLDER - for handouts and returned assignments

TEXTS

McDougal, littell. English.
The United States in Literature
Vocabulary Workbook - Level F

CLASSROOM GUIDELINES

1)Be in your assigned seat when the bell rings so that attendance can be taken quickly and accurately. Failure to comply with this request will result in a tardy.

2) Visit your locker (if necessary), use the bathroom and/or the drinking fountain before the bell rings and class begins. I will not be issuing passes for these reasons. I will not be writing passes to use the phone either.

3)Hand in your assignments **ON TIME**. Late papers will **NOT** be accepted.

4) If you are absent, you have **TWO DAYS** to inquire what you missed on the days you were gone and set a date for this work to be completed. Please see me before school, after class, or after school to set up your make up. Failure to do this will result in a zero for the assignments missed.

5) If you are absent prior to an assignment's due date, quiz, or test, **BUT** you were **PRESENT** the day the assignment, quiz, or test was assigned, you are expected to turn in the assignment or take the quiz or test with the rest of the class.

6)Be considerate of your classmates. This means working quietly during class time, paying attention to your fellow classmates during a class discussion or presentation, acting politely, and treating your classmates with respect.

COURSE REQUIREMENTS

*COMPLETE READINGS
*COMPLETE DAILY ASSIGNMENTS
*COMPLETE QUIZZES AND TESTS
*MAKE ENTRIES IN YOUR LOGS
*TAKE NOTES
*PARTICIPATE DURING CLASS DISCUSSIONS AND ACTIVITIES

GRADING SCALE

The grading scale follows the example in the "Belvidere High School Student/Parent Handbook."

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

Appendix F

STUDENT THINKING LOG ENTRIES

The following is a list of items to record in your thinking log as you read each selection.
Discussion notes and questions in class should also be recorded in this log.
Please bring this log with you daily.

1. Record the key idea of the selection assigned.

2. Stop every so often and record predictions of what will happen next.

3. Record questions about a reading assignment as you are reading the selection.

4. Record new words encountered so that you can check and record their definitions.

5. Give a brief summary of the assigned selection.

6. Identify the assigned selection to present day or to your personal life.

Appendix G

DO VE

DISCUSSION QUESTIONS

(comprehension)

In your own words, explain each of the letters.

(application)

How do you think the ideas of DOVE will help you during discussions?

(analysis)

What reason do you think I have for insisting on everyone following these guidelines?

(synthesis)

What would happen if you had to follow the DOVE guidelines in every class?

(evaluation)

Agree or disagree with the idea that it is important to discuss what you are learning in class.

taken from Patterns for Thinking/Patterns for Transfer

Appendix H

BRAINSTORMING

TARGET CONCEPT AND START LIST

HITCHHIKE ON IDEAS; ASSOCIATE

IMAGE; VISUALIZE

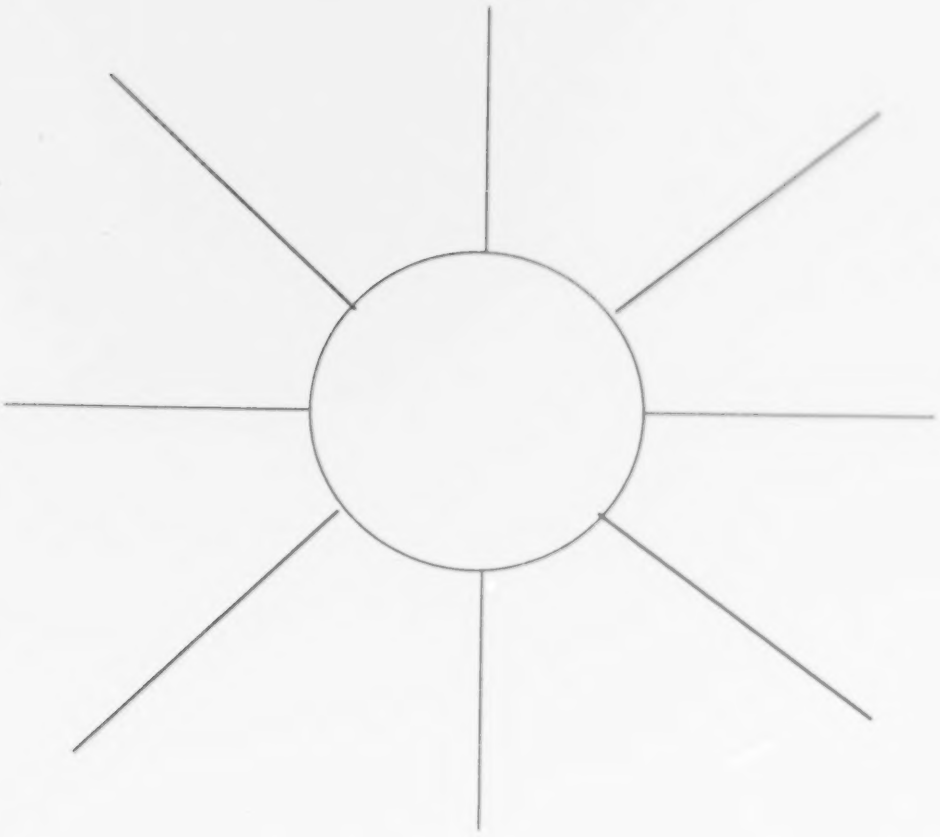
NOTE CATEGORIES; ADD MORE

KEEP REVIEWING TO GENERATE MORE

taken from Patterns for Thinking/Patterns for Transfer

Appendix I

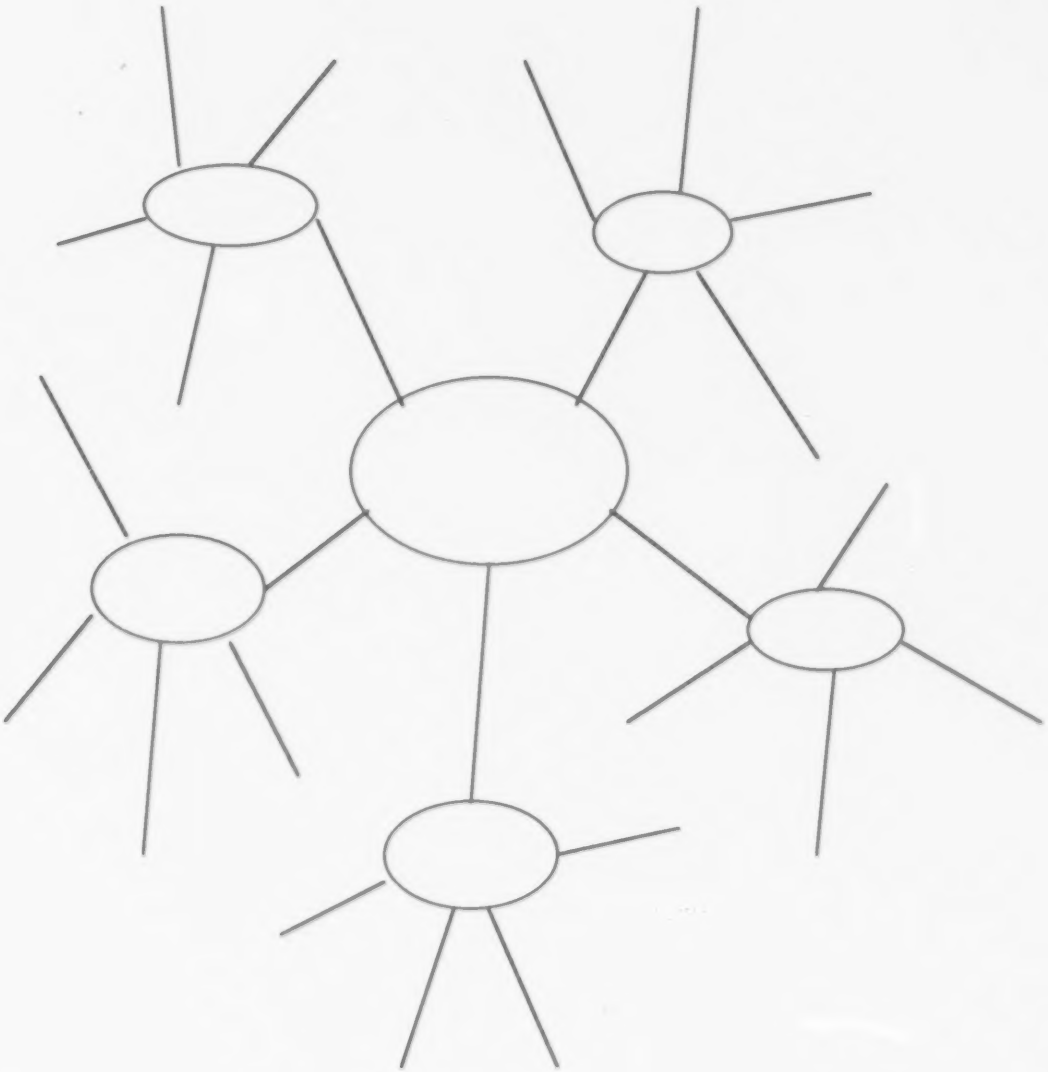
THE WEB



taken from Patterns for Thinking/Patterns for Transfer

Appendix J

THE MIND MAP



taken from Patterns for Thinking/Patterns for Transfer

Appendix K

Student's Brainstorming List
Guidelines for Composition

-use complete sentences

-have an intro w/ main ideas

-have a concluding paragraph

-use multi-paragraphs w/ supporting details

-use proper punctuation

-use transitions

-spell correctly

-vary sentence structure

-vary beginnings

-proofread

-connect paragraphs

-use proof

-stay away from contractions

-subjects / verbs should agree

-keep the verb tense the same

-don't use slang

-keep it in 3rd person (no "I")

Appendix L

VISUALIZING

IMAGE FINAL GOAL

MENTALLY PICK A STARTING POINT

ADD, STEP BY STEP, TO YOUR FINAL GOAL

GRAPH YOUR STIPS

ELIMINATE POSSIBLE BARRIERS

SEE THE FINAL IMAGED GOAL

taken from Patterns for Thinking/Patterns for Transfer

Appendix M

PREDICTING

BASE ON FACTS

EXPRESS PROBABILITIES AND POSSIBLITIES

TENDER YOUR BE; TAKE A GUESS

taken from Patterns for Thinking/Patterns for Transfer

Appendix N

"The Captive"

I haven't slept in days, maybe in weeks. My waking hours are spent pacing up and down this 12-by-12-foot chamber of horrors. Why couldn't they have just killed me, put a bullet in my head? But no, for the rest of my life I have nothing but four walls and barred windows to look forward to.

It's a nightmare. I've tried to understand it, but I can't. What have I done, what laws have I broken to warrant this solitary confinement?

It seems so very long ago that I was happy. Then came the baby and more problems, but we were in love and would have overcome all obstacles.

* * *

Then it happened. I was out for a walk as was my custom after dinner. The sun was shining on my face and the wind was blowing through my hair. I was tired. I'd had a long, hard day, and shortly would return home for a leisurely evening with my family. The events that followed are even mow vague in my memory.

Suddenly I felt a piercing pain in my side, and I began to run. I didn't know why I was so afraid, but I knew that I was running for my life. Finally, I could run no more. I fell on my face and lay there. soon there were men holding guns all around me. They were looking down at me. Everything went black.

* * *

The next month was spent moving from place to place. People were yelling at me, pointing at me, accusing me. There were times I thought I was completely insane, that everything happening around me was a nightmare.

I have murdered no one, so why am I here? I have stolen nothing. To the best of my ability I have obeyed the laws, yet for reasons I do not understand, I am to spend the rest of my life in a prison. What have I done?

When I was young I heard about places like this-stories told late at night in whispered voices about the cold, damp dungeons and whip-wielding monsters that inhabit them.

It was common knowledge, the older ones said, that maggot-infested horse meat was the only food given to the captives - and that, only once a week - and dry bread soaked in sewer water. For the crime of even making a sound, one could be stabbed through the bars with long spears, leaving not fatal wounds, but deep slashes of painfully exposed flesh. If only I had known the truth, which is so much worse.

* * *

I am never allowed to leave this room and can communicate with no one. I can hear my fellow prisoners on both sides, but I cannot talk to them. They both speak different languages. The guards ignore me and what little communication they have between themselves is also in a foreign tongue.

All day long people are coming and going past my cell. The do not come in. They just stand outside, look at me, then leave. The speak the same language as the guards. In the beginning, I tried to get them to understand me, but like those whom I first came in contact with, they were deaf to my pleas. So now I am quiet. Somehow I know that I have been sentenced to remain here for the rest of my life, and I don't know why.

They have even robbed me of my name. All my life I have been known as Iflan. Even though I can't understand their language, I have picked up two rather unimportant facts. Though the repeated use by guards and the constant daily spectators, I have learned the name of my prison and the new name I have been given.

* * *

Hypothesize: What is the name of the prisoner? What is the name of the prison? Validate your ideas.

Appendix O

COMPARISON/CONTRAST

In order to compare and contrast, you need to look for **SAD**

SIMILARITIES

AND

DIFFERENCES

taken from Patterns for Thinking/Patterns for Transfer

Appendix P

ATTRIBUTING

TUNE IN; FOCUS

RUN WITH IT; BRAINSTORM ATTRIBUTES

ASSOCIATE IDEAS; PIGGYBACK

IMAGE THE CONCEPT OR ITEM; DEFINE IT

TEST THE ATTRIBUTES

SELECT THE CRITICAL ATTRIBUTES

taken from Patterns for Thinking/Patterns for Transfer

Appendix Q

STEPS IN EVALUATING IDEAS

D-*DETERMINE POINT OF VIEW*

E-*ESTABLISH REASONS*

A-*ACQUIRE EVIDENCE OR EXAMPLES*

L-*LISTEN TO OPPOSING POINTS OF VIEW*

S-*SETTLE ON POSITION*

(MAINTAIN, MODIFY, OR REJECT
ORIGINAL POINT OF VIEW)

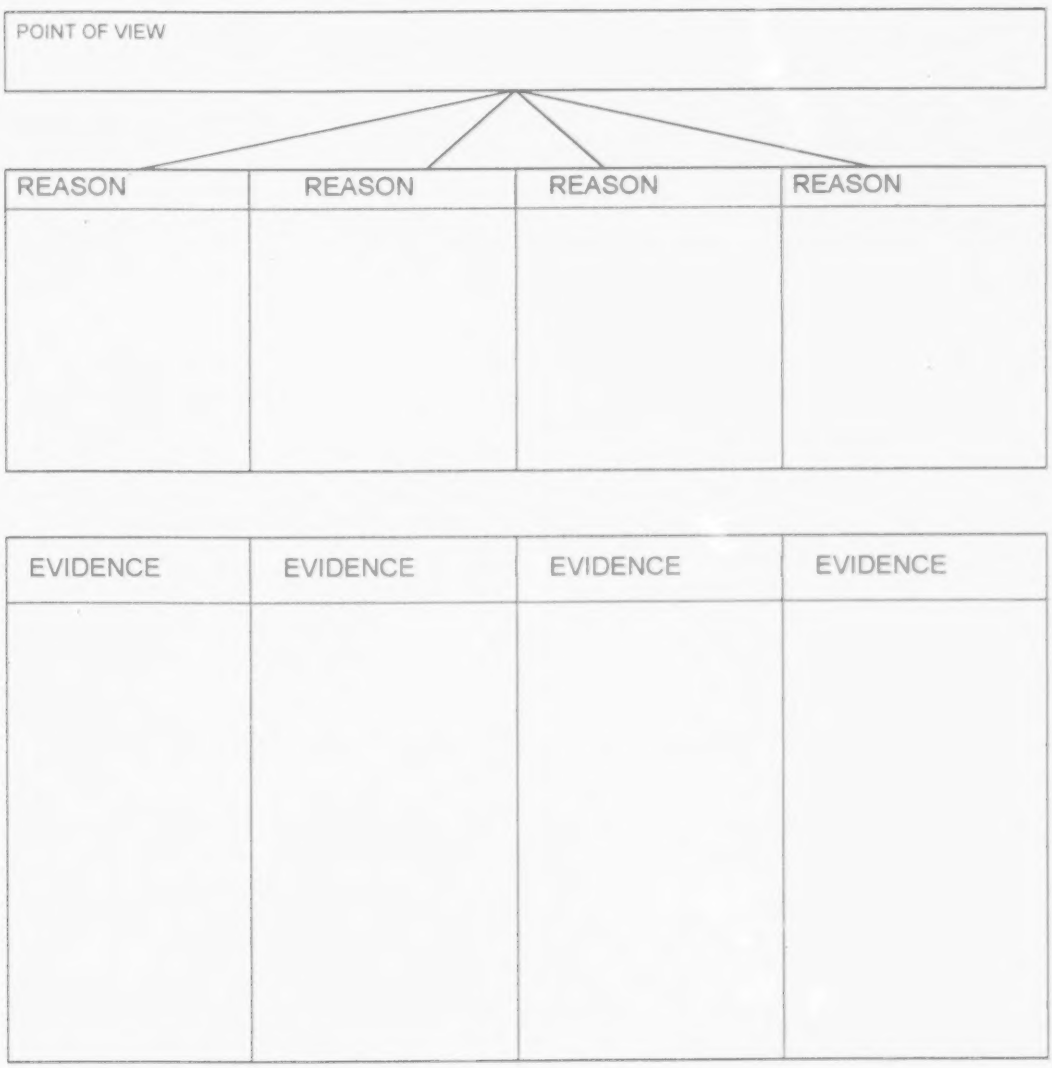
Appendix R
AGREE-DISAGREE

STATEMENT	BEFORE		AFTER	
	agree	disagree	agree	disagree
Classical music helps students focus when doing homework				
Heavy metal music corrupts minds				
Song lyrics have a deeper meaning than face value				

taken from Patterns for Thinking/Patterns for Transfer

Appendix S

POINT OF VIEW GRAPHIC ORGANIZER



taken from Patterns for Thinking/Patterns for Transfer

Appendix T

K	W	L
KNOW	WANT TO KNOW	LEARNED

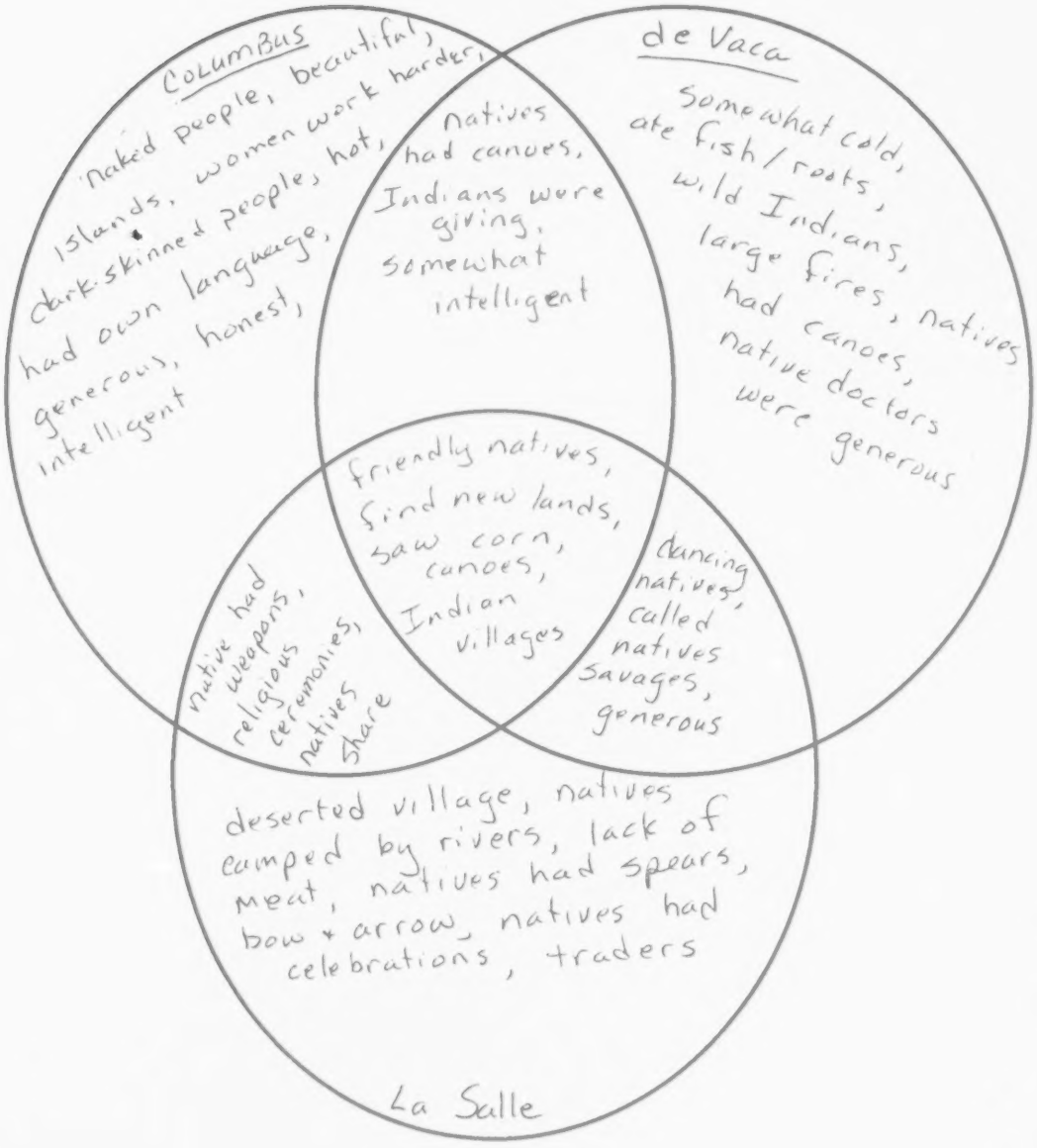
taken from Patterns for Thinking/Patterns for Transfer

Appendix U

COMPARISON/CONTRAST

VENN DIAGRAM

COLUMBUS, DE VACA, LA SALLE


Columbus
naked people, beautiful islands, women work harder, dark-skinned people, hot, had own language, generous, honest, intelligent
natives had canoes, Indians were giving, somewhat intelligent
de Vaca
somewhat cold, ate fish/roots, wild Indians, large fires, natives had canoes, native doctors were generous
friendly natives, find new lands, saw corn, canoes, Indian villages
native had weapons, religious ceremonies, natives share
dancing natives, called natives savages, generous
deserted village, natives camped by rivers, lack of meat, natives had spears, bow + arrow, natives had celebrations, traders
La Salle

Appendix V

EXPLORER TEST
SAMPLE QUESTIONS

1. Each explorer gave a vivid description of their experience in the New World. Rate, from most favorable to least favorable, the three explorers descriptions and explain why you rated them in this manner.

2. Identify a different place that would be similar to Columbus's description. Defend your choice.

3. Decide whether you think Columbus understands the natives in this New World. Explain your position using examples from his writing.

4. A Venn diagram is used to visually show similarities and differences. Create a Venn diagram below. Show the similarities and differences of the Old World (Europe) and the New World (America) as Columbus saw it.

5. Identify the qualities that DeVaca possessed that enabled him to survive among the Natives. Use examples.

6. Draw a Venn diagram. Compare the way the Indians treated their sick to the way deVaca and his companions treated their sick.

7. Identify the qualities of leadership that LaSalle possessed. Explain using excerpts from the text.

8. Create a Venn diagram. Show the similarities and differences between the hardships that de Vaca faced and the hardships La Salle faced.

Appendix W

MRS. POTTER'S QUESTIONS

What were you expected to do?

In this assignment, what did you do well?

If you had to do this task over, what would you do differently?

What help do you need from me?

taken from Patterns for Thinking/Patterns for Transfer

Appendix X

ENGLISH 11 (ACCELERATED)
THE CRUCIBLE

QUESTIONS

1. What constitutes true authority?

2. What is the proper application of authority?

3. How can people deal with sin and guilt?

4. What responsibility does the individual have to speak out against social injustice and community wrongs?

5. Is it possible for the logic and rationalism of law and justice to be effective in the face of the emotionalism of fear and hysteria?

6. In what ways can appearances misrepresent reality?

7. What are the consequences of revenge, both for the individual and for society as a whole?

8. Does a play set approximately three hundred years ago carry meaning for our lives today? Why or why not?

Appendix Y

The Crucible
Sample Discussion Questions

ACT I

1. What is the meaning of crucible in the title of the play?
2. What kind of play does the title lead you to expect?
3. What are Reverend Samuel Parris' principal flaws?
4. How are Samuel Parris, Thomas Putnam, John Hale, and Rebecca Nurse linked with the idea of authority?
5. Why do the interrogations at the end of the act fail?

ACT II

1. Compare and contrast the setting in ACT II with the one in ACT I.
2. Explain how each of the following segments is an example of verbal, situational, or dramatic irony.
   a. John's words to Elizabeth at the beginning of the act, "Pray now for a fair summer."
   b. Mary's gift of a poppet to Elizabeth
   c. Proctor's reliance, early in the act, on the good offices of Ezekiel Cheever.
   d. The one Commandment out of ten that John Proctor can't remember.
   e. Proctor's statement toward the end of the act about Abigail, "Good. Then her saintliness is done with."
   f. Hale's statement about Parris, "The man's ordained, therefore the light of God is in him."

ACT III

1. Explain how Deputy Governor Danforth contrasts with the characterizations of Samuel Parris and Judge Hathorne in this act.
2. Explain how the following statements are ironic.
   a. John Proctor's confession
   b. Proctor's passionate outburst at the end of the act, together with the court's interpretation of his remarks

ACT IV

1. Why do you think Danforth is said to be alarmed at the news that Abigail and Mercy Lewis have fled?
2. Did John Proctor reach the right decision at the end of the play?
3. What other decisions could John Proctor have reached?

Appendix Z

P(plus) M(minus) I(interesting)

taken from Patterns for Thinking/Patterns for Transfer

Appendix AA

The Scarlet Letter
Sample Questions

CHAPTER 1-2

1. What conclusion can you draw from the fact that every new colony must provide a prison and a cemetery at once?
2. Do you agree that the harshest aspect of punishment by pillory was that it prevented the confined person from hiding his or her face?

CHAPTER 3-4

1. How does the Reverend Wilson interpret the baby's response to Dimmesdale's entreaty?
2. What clues to the identity of the stranger does Hawthorne provide in the first three paragraphs of Chapter 3?
3. Why does Chillingworth say that he seeks no vengeance against Hester?

CHAPTER 5-6

1. Why do you think that the people of Boston are willing to hire Hester to make clothing for public ceremonies, funerals, and babies, but not for weddings?
2. How does Hester account for the aspects of Pearl's character that trouble her?

CHAPTER 7-10

1. Summarize the Reverend Dimmesdale's argument on behalf of allowing Hester to keep Pearl.
2.While Dimmesdale is asleep, Chillingworth makes a discovery that confirms his suspicions concerning the minister. What do you suppose he sees when he opens the front of the minister's shirt?

CHAPTER 11-13

1. How does the discovery Chillingworth makes at the end of chapter 10 change the relationship between the minister and him?
2.Does Hawthorne strike you as an advocate of women's rights?

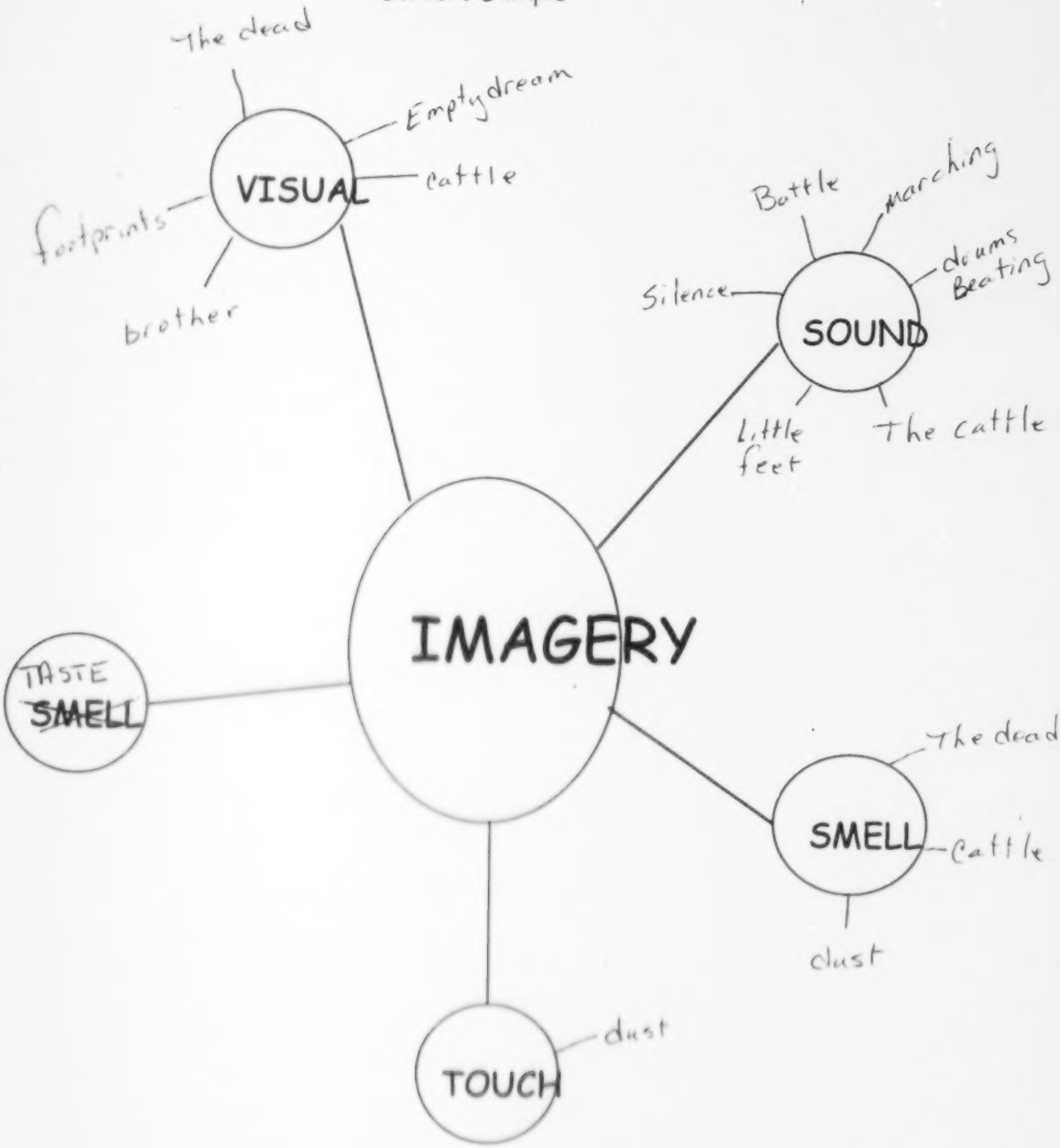
CHAPTER 14-19

1. Where, according to Chillingworth, does Hester take her first step astray?
2. Why do you think Pearl is so upset to find that Hester has removed the scarlet letter from her dress?

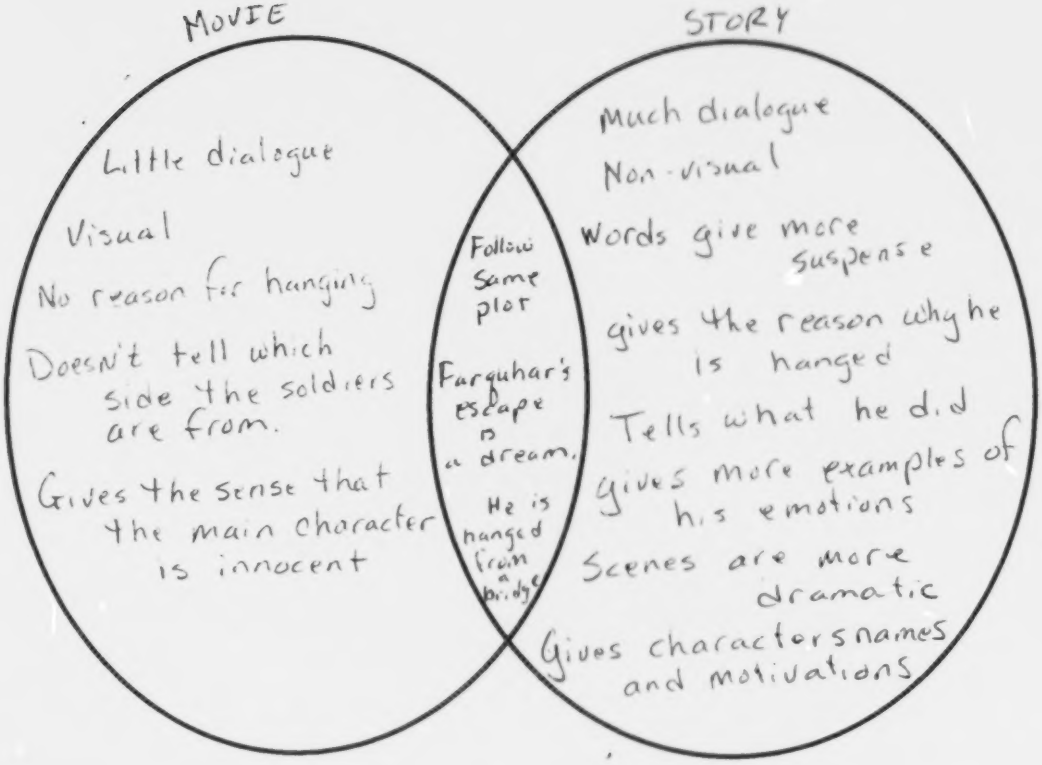
CHAPTER 20-24

1. Do you think it possible that Hester would feel a twinge of regret at the thought of leaving the scene of her humiliation and banishment?
2. Explain why Chillingworth desperately tries to stop Dimmesdale from confessing his sins on the scaffold.

Appendix BB
Longfellow, Holmes, and Whittier
Imagery Mind Map
Student Sample



Appendix CC
"An Occurrence at Owl Creek Bridge"
Comparison/Contrast using a Venn Diagram\
Student Sample


MOVIE
STORY
Little dialogue
Visual
No reason for hanging
Doesn't tell which side the soldiers are from.
Gives the sense that the main character is innocent
Follow same plot
Farquhar's escape in a dream.
He is hanged from a bridge
Much dialogue
Non-visual
Words give more suspense
gives the reason why he is hanged
Tells what he did
gives more examples of his emotions
Scenes are more dramatic
Gives characters names and motivations